SCHEME OF WORK
Develop an understanding of what synchronous and student-centred learning consists of in an online environment
Responsible partner: Kilcooley Womens Centre

Tutor:	No of weeks/sessions	Hours per week/ per session	Total GLH:
	2 sessions	**4 hours + 2 hours of individual work**	6 hours

Module Aims:

   Develop an understanding of what synchronous and student-centred learning consists of in an online environment
- **Be able to recall the advantages of synchronous learning**
- **Be able to defend the skills required in creating student centred modules.**

Timing	Teacher Activities	Key Points/Learning Objectives	Resources	Inclusion	Functional Skills	Assessment, ie: means of evaluating achievement of Learning Outcomes
20 mins	Welcome, group agreement and introduce learning outcomes	**Welcome** **Introduce/review** facilitators and participants names. Run through agenda and highlight the **learning outcomes** for module 4, invite any questions or points of clarification. Each participant to reflect individually on their own goals for the session and what they need to do to achieve this, for example ask questions when unsure. Create/review class agreement outlining appropriate behaviour and boundaries particularly in line with what will help participants to get the most out of the session in order to reach their individual goals.	Flipchart paper Markers Projector Screen	A,K	Speaking and Listening	Confirming of understanding Asking Questions
15 min	Icebreaker	**Icebreaker** – Ball Pit Each person to write an interesting question to be asked to another member of the team on paper and crumple it up and throw into the centre of the room. In pairs students chose a question from the 'pit' to ask their partner, their partner creates a follow up question based on what their partner has said. Crumple up the paper and throw it back	A4 Paper Pens	V,A,R,K	Speaking and Listening Reading and Writing	Observing Participation

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		into the 'pit'. Partners swap roles choosing a question from the 'pit' and answering. Facilitators switch the pairs around every few minutes so that students get to speak to as many people as possible. **Icebreaker Reflection** – Conduct class feedback, did you find it easy to come up with interesting questions and answers? What interesting things did you learn about your classmates? How could this be adapted for online learning?					
20 mins	Good V Bad	**Reflect** on a time when you were a student and had a boring learning experience – what happened, what made it boring, what was lacking? Share in small groups. **Feedback** – take one new point from each group. Now think about a time where you were engaged in learning and found it enjoyable. What was different about this experience? How did this make you feel? Share in same groups. **Feedback** – take one new point from each group.	Flipchart paper Markers Projector Screen	V,A,R,K	Speaking and Listening Reading and Writing Reflective Practice	Asking Questions / Seeking feedback	

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10 mins		BREAK				
15 mins	Group Discussion	Facilitator hold a discussion around the importance of synchronous learning when delivering online. Synchronous in Realtime and Asynchronous pre-recorded maybe not full student engagement with peers so benefits of including both	A4 Paper Pens	V, A, K	Speaking and Listening Reading Group work	Observation of participation Asking Questions / Seeking feedback
35 mins	Student Centred learning strategies	Facilitator input on student-centred learning strategies. This session will focus on three types: Peer learning Practice by doing Peer assessment **World Cafe Discussion** -three pieces of flipchart, one for each topic -peer learning, practice by doing, peer assessment. The group split into three, one group around each flipchart to discuss the concept and make notes, then they move to another group. Participants can move when they wish and in any order. Each group builds on what the previous group wrote, adding	Flipchart paper Markers Projector Screen	V,A,R,K	Speaking, writing and listening	Asking questions / Seeking understanding Observation of participation

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		more ideas. Facilitator to prompt -what are the benefits/how would you implement this if groups need support. One person to feedback to whole group from each sub group.				
10 mins	Reflection	For online learning use feedback and replection through menti.com or the chatbox If face to face Ball of String Reflection – participants and facilitator stand in a circle. Facilitator holds the ball of string and says something they have learnt during the session, they throw the ball of string to someone else while holding on to the thread. The person who receives it repeats what the person before has said and says something they have learnt, then they throw the ball, holding on to the thread. This continues until everyone has spoken which creates a web. Facilitator elicits reflection on this activity while holding the thread in relation to student centred learning reflecting on the analogy of the web and reflecting on themes in the mime. Self-Guided Study – students chose one student centred learning strategy discussed in the session and create their own short lesson to present to class next session.	Ball of String	V,A,K	Speaking and Listening	Confirming of understanding

		Session 2				
10 mins	Welcome and Icebreaker	**Welcome**, reminder of names, reflect on group agreement and aims for the session and housekeeping. **Icebreaker** – Blob Tree Each participant gets a picture of the blobs and chooses one that reflects how they are feeling today and shares with the group.	Flipchart paper and markers	V,A	Speaking and Listening Reflective Practice	Confirming of understanding
20 mins	Present your idea!	Participants **present** their homework to the class, class spilt into groups, each group is called on to give feedback, one positive thing, one thing to work on, alternative ideas etc.	Projector Screen Flipchart paper Markers	V,A, K	Speaking and Listening	Observation of participation Commenting and asking questions
30 mins	Create your own!	Participants chose a topic – learning environment, increasing engagement, assessment that they are particularly interested in or want to learn more about and form three sub groups to discuss strategies. One person from each group makes up a new group so each person shares what they learnt from their previous group. Each group is given a cohort to design a activities for, for example young people, people with additional needs, people less familiar with online learning etc. The groups	Flipchart Paper Markers	V,A,R	Speaking and Listening Reflective Practice Group Work	Commenting and asking questions Reflective Practice Asking for feedback

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		create three student centred activities/tools, one for each: supporting the learning environment increasing engagement and assessment. After 20 mins each team must **present** their ideas to the group and outline the benefits for their cohort. Class provides feedback.				
15 mins	Facilitator Input	**Facilitator input** – as well as student centred learning methods other things to consider: *learning environment* *how to increase engagement* and; *student centred learning assessments.*	Projector Screen Flipchart paper Markers	V, A, R	Listening Speaking	Commenting and asking questions Asking for feedback
10 mins		BREAK				
25 mins	Create your own!	Participants chose a topic – learning environment, increasing engagement, assessment that they are particularly interested in or want to learn more about and form three sub groups to discuss strategies. One person from each group makes up a new group so each person shares what they learnt from their previous group. Each group is given a cohort to design a activities for, for example young people,	Flipchart Paper Markers	V,A,R	Speaking and Listening Reflective Practice Group Work	Commenting and asking questions Reflective Practice Asking for feedback

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		people with additional needs, people less familiar with online learning etc. The groups create three student centred activities/tools, one for each: supporting the learning environment increasing engagement and assessment. After 20 mins each team must **present** their ideas to the group and outline the benefits for their cohort. Class provides feedback.				
10 mins	Overview and Evaluation	Recap on the main themes and concepts from throughout the sessions. Participants **reflect** on their own goals and next steps for them on implementing the learning. Handout and collect feedback using evaluation forms. Self-guided learning – complete reflection journal and submit.	Evaluation Forms Screen Projector	A, R	Speaking and Listening Reading and Writing	Asking questions and assessing responses on LOs